Unit: Basics of Yearbook Design	
PA Common Core Standard(s): See Appendix A: C.C. 1.1.10B, 1.1.10.E, C.C. 1.2.10. B, C.C. 1.2.10.C, C.C. 1.2.11.D, C.C. 1.2.12.E, C.C. 1.4.9.B, C.C. 1.4.9.C, 1.4.10.C, C.C. 1.5.5.A, C.C. 1.5.9.B, C.C. 1.5.9.E, C.C. 1.5.9.F	
Keystone Eligible Content: See Appendix B	
Keystone Content Module Standards / Anchors: N/A	
Course Time/Pacing (number of days): 10-15 class days of 45 minutes	
Essential Questions: How do the 6 principles influence the effectiveness of your layouts? Where do you see the 6 principles of design being used online and in print? What makes a headline eye catching and visually effective? What are the qualities of good photo captions and yearbook copy?	

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
6 Principles of Design - Balance - Proximity - Alignment - Repetition and Consistency - Contrast - Powerpoint basics - Designing with grids and guides - Proper organization and saving of files using technology - Font basics - Headline basics - Caption basics - Copy basics - Conventions of Language (spelling, grammar, capitalization, complete sentences, complete paragraphs)	- esearch and apply the 6 principles of design. - nalyze photos and art using the 6 principles of design. - esearch and apply the designing with grids and guides technique for publication. - ave pictures as JPEGs and TIFFs, name and save files to proper server/google drive/moodle space - resent and critique designs and power-point presentations using a teacher designed rubric - rite engaging and accurate headlines, subheadings, copy, and captions based on a theme/design concept	- Identify – find/locate - Analyze – break into parts/explore/examine - Interpret – make meaning - Evaluate – weigh the evidence in comparison to the designer's intentions - Explicit – facts and examples - Synthesize – make new meaning from the parts - Inference – draw a conclusion based on what is found in the layout to support your assumption(s) - Making Connections– connecting one idea from the text to another idea in the	- dobe Photoshop - icrosoft Power Point - oogle Drive or shared server space - oodle - ini-lessons and tutorials on Yearbook Moodle page - nternet access - aptop computers - martboard/Promethea n Software - ubrics for presentations and assignments - igital Cameras	- ell Ringers - Principles of design worksheet and quiz - lass participation - onventions of language are assessed for all assignments - eer critique

Curriculum Format UPDATED

		text and/or using prior knowledge ● Rhetoric- designer's use of words to communicate ● Point of View – creator's perspective or viewer's perspective	● *esources to be updated as technology evolves*	

ELL Remediation: Discuss curriculum with ELL coordinator at school and modify assignments according to ELL level; provide tutorials in native language when possible; pair ELL student with a student that is fluent in both English and the ELL student's native language to mentor the ELL student when possible.

Enrichment: Students may enter their projects and layouts into online contests for prizes and awards, students may research topics that are interesting to them and utilize these topics for layouts and assignments.

Remediation: Monitor student completion of assignments and provide extra tutorials and assignments when skills are weak or not developed enough for future utilization of necessary publication of yearbook pages.

IEP/GIEP: Discuss curriculum and individual assignments with case managers and special education personnel directly tied to students that are currently in the course. Modify assignments and deadlines as needed and as per teacher discretion. Assignments may be personally designed to fit student strengths, weaknesses, and personal interests.

Unit: Photoshop and Basic Photography
PA Common Core Standard(s): See Appendix A: C.C. 1.1.10B, 1.1.10.E, C.C. 1.2.10. B, C.C. 1.2.10.C, C.C. 1.2.11.D, C.C. 1.2.12.E, C.C. 1.4.9.B, C.C. 1.4.9.C, 1.4.10.C, C.C. 1.5.5.A, C.C. 1.5.9.B, C.C. 1.5.9.E, C.C. 1.5.9.F
Keystone Eligible Content: See Appendix B
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): 10-15 class days of 45 minutes
Essential Questions: How can one use Photoshop to enhance the qualityy of photos on a layout? What are the basic principles of photography? How can one apply the basic principles of photography in layouts for publication?

Unit Concepts What students need to know	**Unit Competencies** What students need to be able to do (skills): (Students will:)	**Key Vocabulary**	**Resources**	**Assessments**
- Using high resolution images - Image quality - Candid Photography - Cropping/editing photos - Center of Interest and Photo composition - Dominant and Secondary Photos on a layout - Types of Photography - Rule of Thirds - Fragment Shots - Making color, hue, texture, and sharpening adjustments to	- omplete Photoshop tutorials on Moodle and/or online - omplete power-point presentations on various types of photography using photographs the student has taken and photos from the Internet - dit famous paintings, art, and/or photos in Photoshop and create a powerpoint slideshow to be presented to the class	- Identify – find/locate - Analyze – break into parts/explore/examine - Interpret – make meaning - Evaluate – weigh the evidence in comparison to the designer's intentions - Explicit – facts and examples - Synthesize –	- dobe Photoshop - icrosoft Power Point - oogle Drive or shared server space - oodle - ini-lessons and tutorials on Yearbook Moodle page	- ell Ringers - pplication of Photoshop tutorials - amous Artist Photoshop Powerpoint - hotos on layouts will be assessed for clarity and

Curriculum Format UPDATED

photos in Photoshop ● Cropping Photos in Photoshop ● Cutting out Photos Using Quick Selection Tool ● Cutting out Photos Using Select Similar Tool ● Free Transform Tool in InDesign ● Downloading and saving photos in proper format ● Photo selection ● Resizing Photos ● Layers in Photoshop		make new meaning from the parts ● Inference – draw a conclusion based on what is found in the layout to support your assumption(s) ● Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge ● Rhetoric- designer's use of words to communicate ● Point of View – creator's perspective or viewer's perspective	● earbook Bob's Photoshop tips and tricks (Moodle: Topic 16) ● nternet access ● aptop computers ● martboard/Promethean Software ● ubrics for presentations and assignments ● *esources to be updated as technology evolves*	composition ● pplication of the 6 Principles of design ● lass participation ● onventions of language are assessed for all assignments ● eer critique ● ll layouts are assessed for conventions of language

ELL Remediation: Discuss curriculum with ELL coordinator at school and modify assignments according to ELL level; provide tutorials in native language when possible; pair ELL student with a student that is fluent in both English and the ELL student's native language to mentor the ELL student when possible.

Enrichment: Students may enter their projects and layouts into online contests for prizes and awards, students may research topics that are interesting to them and utilize these topics for layouts and assignments.

Remediation: Monitor student completion of assignments and provide extra tutorials and assignments when skills are weak or not developed enough for future utilization of necessary publication of yearbook pages.

IEP/GIEP: Discuss curriculum and individual assignments with case managers and special education personnel directly tied to students that are currently in the course. Modify assignments and deadlines as needed and as per teacher discretion. Assignments may be personally designed to fit student strengths, weaknesses, and personal interests.

Unit: Adobe InDesign
PA Common Core Standard(s): See Appendix A: C.C. 1.1.10B, 1.1.10.E, C.C. 1.2.10. B, C.C. 1.2.10.C, C.C. 1.2.11.D, C.C. 1.2.12.E, C.C. 1.4.9.B, C.C. 1.4.9.C, 1.4.10.C, C.C. 1.5.5.A, C.C. 1.5.9.B, C.C. 1.5.9.E, C.C. 1.5.9.F
Keystone Eligible Content: See Appendix B
Keystone Content Module Standards / Anchors: N/A
Course Time/Pacing (number of days): 10-15 class days of 45 minutes each
Essential Questions: What are the elements of a layout for publication? What are the elements of magazine layouts and covers? What are the essential elements to a yearbook feature layout?

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
  ● 6 principles of design ● Setting Up 1 and 2 Page Spreads ● Using High Resolution Images from Google in Indesign ● Placing High Resolution, High Interest Images in InDesign ● Placing Text in InDesign ● Placing Shapes and Coloring Shapes in Indesign ● Magazine Layout ● Yearbook Layout ● Collage Layout in InDesign ● Conventions of Language (spelling, grammar, capitalization, complete sentences, complete paragraphs)	● et up both 1 and 2 page spread using Adobe InDesign ● nalyze resolution and image size for InDesign layouts; use high resolution images in all layouts ● tilize the 6 principles of design to create a magazine cover ● tilize the 6 principles of design and yearbook archives in classroom and online to mimic a yearbook layout	● Identify – find/locate ● Analyze – break into parts/explore/examine ● Interpret – make meaning ● Evaluate – weigh the evidence in comparison to the designer's intentions ● Explicit – facts and examples ● Synthesize – make new meaning from the parts ● Inference – draw a conclusion based on what is found in the layout to support your assumption(s) ● Making Connections– connecting one idea from the text to another idea in the	● dobe InDesign ● dobe Photoshop ● oogle Drive or shared server space ● oodle ● ini-lessons and tutorials on Yearbook Moodle page ● nternet access ● aptop computers ● martboard/Promethean Software ● ubrics for Magazine Cover and Yearbook Mimic ●	● elf assessment of magazine cover using teacher designed rubric ● elf assessment of yearbook layout mimic using teacher designed rubric ● eer critique ● resentation critique ● agazine layout assessed by teacher and peers using rubric by teacher ● earbook mimic assessed by teacher and peers using rubric ● ll layouts are assessed for conventions of

		text and/or using prior knowledge ● Rhetoric- designer's use of words to communicate ● Point of View – creator's perspective or viewer's perspective	*esources to be updated as technology evolves*	language

ELL Remediation: Discuss curriculum with ELL coordinator at school and modify assignments according to ELL level; provide tutorials in native language when possible; pair ELL student with a student that is fluent in both English and the ELL student's native language to mentor the ELL student when possible.

Enrichment: Students may enter their projects and layouts into online contests for prizes and awards, students may research topics that are interesting to them and utilize these topics for layouts and assignments.

Remediation: Monitor student completion of assignments and provide extra tutorials and assignments when skills are weak or not developed enough for future utilization of necessary publication of yearbook pages.

IEP/GIEP: Discuss curriculum and individual assignments with case managers and special education personnel directly tied to students that are currently in the course. Modify assignments and deadlines as needed and as per teacher discretion. Assignments may be personally designed to fit student strengths, weaknesses, and personal interests.

Unit: Mini-Yearbook Project (Electronic Book/Publication)	
PA Common Core Standard(s): See Appendix A: C.C. 1.1.10B, 1.1.10.E, C.C. 1.2.10. B, C.C. 1.2.10.C, C.C. 1.2.11.D, C.C. 1.2.12.E, C.C. 1.4.9.B, C.C. 1.4.9.C, 1.4.10.C, C.C. 1.5.5.A, C.C. 1.5.9.B, C.C. 1.5.9.E, C.C. 1.5.9.F	
Keystone Eligible Content: See Appendix B	
Keystone Content Module Standards / Anchors: N/A	
Course Time/Pacing (number of days): 45 class days of 45 minutes each	
Essential Questions: What are the essential parts of yearbook layouts? Why is theme consistency important in creating a publication? Why is font consistency important when creating a publication? How do dominant and secondary photos affect the audience when viewing a layout? How are headlines and subheadings essential for creating visual interest and drawing the viewer into a layout? What is the difference between a mediocre and professional layout for publication? How can peer critique be a constructive exercise? How is excellence related to self, peer, and professional critique of layouts?	

Unit Concepts What students need to know	Unit Competencies What students need to be able to do (skills): (Students will:)	Key Vocabulary	Resources	Assessments
6 principles of design - Page setup - Elements of a yearbook feature layouts - Elements of a yearbook cover - Elements of a yearbook endsheets - Elements of yearbook sports layouts - Yearbook divider construction - Collage elements (electronic collage) - Page creation/layout - Text placement - Theme and font consistency - Font size and style consistency - Diversity of content in a school publication and professional publication - Professionalism of design	- et up both 1 and 2 page spread using Adobe InDesign - nalyze resolution and image size for InDesign layouts; use high resolution images in all layouts - tilize the 6 principles of design to create a yearbook cover, endsheets, sports layouts, feature, dividers, and collage - reate 2 layouts per deadline to complete a 20 page mini yearbook using Adobe InDesign and Adobe Photoshop. - xport layouts as JPEGs and upload those layouts to Moodle/Google	- Identify – find/locate - Analyze – break into parts/explore/examine - Interpret – make meaning - Evaluate – weigh the evidence in comparison to the designer's intentions - Explicit – facts and examples - Synthesize – make new meaning from the parts - Inference – draw a conclusion based on what is	- dobe InDesign - dobe Photoshop - oogle Drive or shared server space - oodle - ini-lessons and tutorials on Yearbook Moodle page - nternet access - aptop computers - martboard/Promethean Software	- eadline competency - eer critique - elf assessment using teacher designed rubric - ini-yearbook project - ile sharing and uploading - aving files in the proper location and format - resentations of pages for mini-yearbook

Curriculum Format UPDATED

● Conventions of Language (spelling, grammar, capitalization, complete sentences, complete paragraphs)	Drive/Shared server space ● ompile all JPEG layouts onto a powerpoint slideshow to be presented at the end of the course. ● pload this powerpoint to course website/moodle/shared service space/google drive and share with teacher. ● eer critique of individual layouts during mini-deadlines	found in the layout to support your assumption(s) ● Making Connections– connecting one idea from the text to another idea in the text and/or using prior knowledge ● Rhetoric-designer's use of words to communicate ● Point of View – creator's perspective or viewer's perspective	● ubrics for Mini-Yearbook layouts ● ubric for Mini-yearbook power-point presentation ● eer critique guidelines ● resentation guidelines ● *esources to be updated as technology evolves*	deadlines ● ll layouts are assessed for conventions of language

ELL Remediation: Discuss curriculum with ELL coordinator at school and modify assignments according to ELL level; provide tutorials in native language when possible; pair ELL student with a student that is fluent in both English and the ELL student's native language to mentor the ELL student when possible.

Enrichment: Students may enter their projects and layouts into online contests for prizes and awards, students may research topics that are interesting to them and utilize these topics for layouts and assignments.

Remediation: Monitor student completion of assignments and provide extra tutorials and assignments when skills are weak or not developed enough for future utilization of necessary publication of yearbook pages.

IEP/GIEP: Discuss curriculum and individual assignments with case managers and special education personnel directly tied to students that are currently in the course. Modify assignments and deadlines as needed and as per teacher discretion. Assignments may be personally designed to fit student strengths, weaknesses, and personal interests.